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ABSTRACT

The program of civic education in Indianapolis elementary schools in the early part of the 20th century is described. Content and teaching methods of community civics are reviewed. Objectives of the program were to help children understand their roles as members of various social groups; to establish habits of order, cooperation, and service; to emphasize the relationship between the individual and society; and to develop political intelligence. Interdisciplinary in nature, the program involved activities and problem solving in grades one through eight in areas of history, geography, and arithmetic. Subject-area outlines by grade level and sample problems illustrate the depth of the program. In order to prepare students to be informed community members, classroom problems covered costs of public services, industrial operations, and home management. In order to prepare students to be responsible and cooperative, extracurricular activities included participation in school administration and community cleanup. Teaching methods emphasized class discussion with participation by all students and delegation of degrees of responsibility in order to foster mature behavior. (AV)

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CIVIC EDUCATION IN ELEMENTARY SCHOOLS AS ILLUSTRATED IN INDIANAPOLIS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CIVIC EDUCATION IN ELEMENTARY SCHOOLS

AS ILLUSTRATED IN INDIANAPOLIS.

INTRODUCTION.

This description of the plan of civic education in the Indianapolis elementary schools has been prepared because of a growing, general interest in the subject, and because of numerous inquiries as to existing methods of organized elementary civic training. The Indianapolis teachers and school authorities would be the last to claim that they have spoken the final word on the subject. Indeed, one of the characteristics of the Indianapolis course of study is its constant readjustment to immediate needs in the light of current experience. Even as this is being written, the course of study in arithmetic is being revised, largely from the point of view of its civic relations. The civic aspect of education permeates the entire work of the elementary schools in this city, and it is believed that a description of how one community handles the problem may prove suggestive to others.

Indianapolis was one of the first cities to introduce in its elementary schools what is now commonly known as "community civics." So far as known, Chicago is the only city that antedates Indianapolis in efforts in this direction. Mr. H. W. Thurston, then of the Chicago Normal School, developed a syllabus in elementary civics which laid especial emphasis upon the civic life of Chicago, a few years before the Indianapolis plan was inaugurated. Both Indianapolis and Chicago now make of community civics a prominent feature of the elementary school work, though in somewhat different ways. Other cities have, in the last few years, introduced instruction more or less similar in character.

Community civics was first introduced in the elementary schools of Indianapolis in the second half of the eighth grade. With the success of this experiment assured, attention was turned to the practicability of extending systematic civic training into the lower grades. The result is a course of study in which the civic aspects of the child's education are emphasized throughout the elementary schools, from the first grade through the eighth. An outline of the main features of this course of study, so far as it relates directly to civic education, is given in the following pages. It must be emphasized, however,

that the outline of *content* is only of secondary importance. It is the *method* by which the outline is treated that is of primary importance. To quote from the course of study—

> No sensible teacher of history asks how many facts he is to teach. No two teachers—if good ones—would teach the same number of facts or just the same facts to the same pupils or class, and much less to different classes. No sensible teacher asks what kind of facts he shall teach, expecting to receive in answer a tabulation of his material. He knows that general rules accompanied by suitable illustrations are the only useful answer to these questions.

Personal observation of actual instruction under normal conditions in all grades in a number of the Indianapolis schools gives evidence that the principles and ideals set forth in the printed course of study are realized with remarkable fidelity to the letter and to the spirit. It is of course true, however, that the ideal is approximated more closely in some schools and in the hands of some teachers than in others.

Before presenting the outline of the course of study, certain preliminary explanations and comments are necessary.

1. It is necessary to keep in mind the definition of "civics" that prevails in the Indianapolis schools:

> Civics is a training in habits of good citizenship, rather than merely a study of government forms and machinery. The broadening field of instruction in civics finds its limits only in the ever-widening content of the term "citizenship."
>
> There are, in general, four immediate aims in teaching civics:
>
> To help the child realize that he is a responsible and helpful member of several social groups. . . . .
>
> To awaken and stimulate motives that will lead to the establishment of habits of order, cleanliness, cheerful cooperation, sympathetic service, and obedience to law. . . . .
>
> To emphasize the intimate and reciprocal relation between the welfare of the individual and the welfare of the home and society. . . . .
>
> To develop political intelligence and to prepare the young citizen for its exercise. . . . .

2. It is particularly important to understand that civics is not taught as a separate "subject" until the eighth grade, but that civic education is a phase of all the work of the school. The outline which follows is based on the printed course of study in "geography, history, and civics." These are recognized as the "social studies" of the elementary school. But geography does not appear *as a separate subject* until the fourth grade, or the latter part of the third; history not until the sixth grade; and civics not until the eighth. The child probably never hears the word "civics" in the first few years of his school life. Nevertheless, in the process of his education he is, from the very beginning, getting definite instruction in elemental civic relations, just as he learns something of geographical and historical relations.

In short, the aim in the Indianapolis elementary schools seems to be to make of education, not a process of instruction in a variety of *subjects*, but a process of *living*, of *growth*, during which the various relations of life are unfolded—civic, geographical, historical, ethical, vocational, and so on. In the first grade, for example, the pupil does not even study "English" or "language"; he merely does things, and talks about things, and hears and tells stories about things, the teacher alone being conscious that she is giving the child his first organized lessons in civic life, as well as in the use of the English language.

3. While geography, history, and civics appear constantly throughout the outline, being grouped together as the social studies par excellence of the elementary curriculum, the remaining subjects and the entire work of the schools are "socialized" to an unusual degree and are correlated all along the line in the process of civic training. Thus, the English work, the arithmetic, the hygiene, the construction work, the school activities (such as gardening and playground activities), and the opening exercises, are all utilized as a part of the civic education of the child. It will not be possible to make this appear, in every case, in the outline; but in the latter part of this bulletin there will be found a discussion of such coordinations.

4. It should be observed that the course is rich in its ethical, and also in its vocational or "prevocational," bearings. There is no "subject" of ethics, or moral education, in the Indianapolis schools; but the direct moral training afforded by the course here outlined is peculiarly virile.

So, also, while there is no attempt to give direct vocational training in the strict sense of this term, nor even any organized form of "vocational guidance," nevertheless the fact is always taken into account that the citizen must be a worker, and the worker a citizen. The vocational, or occupational, relations are therefore frequently brought into the foreground. It should be mentioned that there are, in Indianapolis, several elementary schools, distributed in selected districts where this so-called "prevocational" trend is particularly marked, the vocational or economic relations of the course of study being developed to meet the peculiar needs of the children and of the homes of the particular districts.

5. The reader is especially urged to remember that in the following pages no attempt is made to outline in detail the entire course of study in the elementary schools, even in geography and history, but only to show how the course of study and the school activities are organized from the single standpoint of civic training. Some valuable "civics" is given under the name of "community arithmetic," but it is not to be supposed that the entire course in arithmetic is of

the "community" type. So there is much work in geography and history that has no immediate bearing on "civics" in any proper sense. Correlation of the course of study from a civic point of view is not absolute nor forced.

THE COURSE OF STUDY.

First Year.

OUTLINE.

(NOTE.—The teacher alone is conscious of the various factors in the curriculum. The child is conscious only of being in school and living.)

CIVICS: The family. What parents do for children. How children may show their gratitude. Helpfulness. Care of furniture, toys, clothing. Sharing of pleasures. Respect for age. Work of each in the service of the whole.

GEOGRAPHY: "The geographic world is in the neighborhood; it needs only to be discovered." Work based almost wholly on observation. Excursions in immediate neighborhood. Study of common plants and animals.

HISTORY: National holidays—Thanksgiving; Christmas; Lincoln's and Washington's birthdays.

STORIES: Home stories. Home stories from nature.

CONSTRUCTION WORK: Making and furnishing doll's house.

Beginning in September, making Christmas gifts for each member of the family.

"Teachers are free to choose construction work that will emphasize the civic idea of mutual responsibility and cooperation."

COMMENTS.

The work of the year centers around stories and construction work, with resulting conversations and activities.

The central civic idea is that of serviceable membership in a social group (community). Attention is fixed upon the family because it is the simplest form of community, because it is the social group of the child's first experience, and because of its importance as a factor in the larger civic life. While the school is systematically developing the child's consciousness of social relations and responsibilities in the home, he is at the same time adjusting himself to the life of the larger school community.

Note how the simple geographical and historical matter centers about the home and family life.

Second Year.

OUTLINE.

CIVICS: The home in contact with activities of the community.

1. How the community serves the home. Representatives of the community who come to the home. For example:
   - The milkman.—His care for the milk; his difficulties in cold and hot weather; suppose there were no delivery.
   - The man who collects the garbage.—Who sends him? Why? What is done with the garbage? How may we help him?
   - The postman.
2. How the home serves the community.
   - Care of premises.
   - Conduct toward neighbors.
   - Conduct in stores.—Respect for the grocer; why? Giving orders promptly, quietly. Handling of foodstuffs.

GEOGRAPHY: Neighborhood geography.

Story of Robinson Crusoe (five weeks)—

The story of a single-handed struggle with nature, emphasizing by contrast our dependence upon community life.

"The story . . . epitomizes, in a way, the history of the struggle of the race as a whole . . . He uses the raw materials found about him to promote his well-being . . . He provides himself food, clothing, shelter . . . He becomes a housebuilder, carpenter, farmer, stock raiser, doctor, basket maker, hatter, miller, baker, boatbuilder, tailor, and a teacher. Reasons are obvious why he is not a merchant. The uselessness of money or gold to one in his circumstances should be pointed out. The relations of Robinson Crusoe and Friday illustrate man's dependence upon man, resulting in the organization of society, and show the need of language as a means of communication."

HISTORY: National holidays.

Longfellow's "Hiawatha's Childhood."

Indian life studied, with pictures, etc.

Indian family life, work of each member; compare with children's own family life.

STORIES: Including such as The Carpenter, The Baker, Shoemaker and Elves, The Flax, Our Daily Bread, Hans the Shepherd Boy, Luck and Wealth, A Visit to the Weaver, etc.

CONSTRUCTION WORK: A village street, or city thoroughfare. Clay work, basketry, and other objects suggested by the story of Robinson Crusoe or by Indian life.

COMMENTS.

As in the first year, the work centers around stories, conversations, and activities. The stories include those of Robinson Crusoe and Hiawatha, which serve as the basis for geographical and historical concepts, as well as various occupational stories as indicated in the outline. The civic study still centers in the home, but it is the home as affected by the outside community through agencies with which the child is already familiar (the grocer, etc.).

The key to the use made of history in this grade and in all later grades is contained in the following quotations from Dewey's "Moral Principles of Education," quoted in the printed course of study for the guidance of teachers:

"History is vital or dead to the child according as it is or is not presented from the sociological standpoint.

"The ethical value of history teaching will be measured by the extent to which past events are made the means of understanding the present. . . .

"It can present to the child types of the main lines of social progress, and can set before him what have been the chief difficulties and obstructions in the way of progress. . . ."

ARITHMETIC: Even the learning of the simple arithmetical processes is correlated to some extent with the general civic or social idea of the grade. The young children frequently make visits to the grocery or market on errands for the home. In one second-grade class visited, the children were reporting to the teacher the current prices of meats, groceries, and provisions of various kinds. "Committees" of children were made responsible for ascertaining the prices of particular articles, taken largely from the sales checks accompanying each purchase. Boys whose fathers had groceries or meat markets were sometimes called upon to verify doubtful reports. The data thus gathered were used as the basis for arithmetical work, as well as to make real some of the civic ideas suggested in the outline. A beginning is here made, also, in a study of domestic economy.

Note how the construction work is made to reenforce the other work of the grade.

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Note also the cultivation of responsibility, initiative, and cooperation by requiring various children or groups of children to bring in the data for their arithmetic and other lessons.

Third Year.

OUTLINE.

CIVICS.

First half year: The home and the school.

Habits that apply to each—obedience, punctuality, thoughtfulness, service, industry, cleanliness.

Appearance of the home and school—care of the yard, street, alley, vacant lots, etc.

Care of property—furniture, school supplies.

Second half year: The home-and-school community.

Beauty and protection—lawns, trees, fences, public property.

Cleanliness—of streets and alleys.

Conduct—in streets and public places.

Treatment of strangers.

Value of cooperation.

"By the time the 3A grade is reached, children can appreciate to some degree that they are factors in a community, and that their conduct will help to improve or mar it. The pride expressed in 'My school' or 'My home' can be encouraged to grow into 'Our district.'"

GEOGRAPHY.

First half year:

Observation lessons and discussions on weather, sky, etc.

"Seven Little Sisters," by Jane Andrews.

The earth as the home of man.

The geography work is still looked upon rather as reading lessons and stories than as a distinct "subject."

Informational material is subordinated to ethical and social features.

In the story of each "sister" attention is given to dwelling; home life; food, clothing, and shelter; occupations; customs; products—all in comparison with our own life. What we get from the country of each of the sisters is emphasized.

Second half year:

Observation work (moisture, soil, etc.).

"Each and All"—treated in a similar manner to "Seven Little Sisters."

Local geography, including such topics as:

Direction (of school) from business center.

Car lines to reach business center.

Nature of immediate district—manufacturing or residential.

Surface—streams crossing it.

Streets—direction, how lighted, improvements.

Prominent buildings.

Map of vicinity.

Story of early settlement (Stickney's "Pioneer Indianapolis," prepared especially for the schools).

Growth in area and population.

Excursions in the neighborhood.

HISTORY.

First half year: Pioneer stories read and discussed.

Second half year: Stories of Great Americans for Little Americans.

STORIES: Including such as The Leak in the Dike; Miller of the Dee; The Story of a Printer; The Stone Cutter; and stories of discovery and invention.

CONSTRUCTION WORK.

Maps of schoolroom, schoolhouse, school yard, and of the immediate neighborhood and district are made.

From the third grade on the simple construction work of daily occurrence develops into the more formal manual training, household arts, etc. The correlation of this work with the work of civic training can best be shown in a section by itself following this outline (p. 29).

COMMENTS.

The work of the year still centers around "stories," but stories with a definite geographical and historical content occupy the center of attention ("Seven Little Sisters" and "Each and All"). The story of "Pioneer Indianapolis" affords a basis for much of the local work.

Fourth Year.

OUTLINE.

CIVICS.

First half year: Indianapolis.

Stories of the growth of each of the following, and of how they serve the community:

Public schools, library, post office, street railway, hospitals, parks, fire and police departments, city hall, courthouse, statehouse.

Our attitude toward people in public service.

Care of public buildings.

Cleanliness and beauty of surroundings.

Second half year: Indianapolis as an industrial center in touch with other parts of the country, showing interdependence.

Sources of raw materials and destination of manufactured products.

Sources of food supply and clothing.

Development of means of transportation.

Means of communication.

GEOGRAPHY.

First half year:

Observation work.

The earth as a whole (textbook used for first time).

Our city:

Early settlement.

Industries—Kinds, location, materials used, products, people employed.

Stores, market, ice plants, coal yards, bakeries, construction of buildings, dairies, stockyards and meat packing, flour mills, lumber mills, cement works, glass factories, foundries, cotton and woolen mills, clothing manufactures, etc.

Excursions to industries.

Maps of city (old and new).

In the general work of the term (the earth as a whole), the topic "races of people" is based on observation in Indianapolis. "Occupations" are discussed with especial reference to Indianapolis and Indiana, using the map of the State freely. The question, Why is it necessary to work for a living? is discussed.

GEOGRAPHY—Continued.

First half year—Continued.

As an illustration of method:

Quarrying. Not all of our houses are made of wood.

Name various kinds of stone; sandstone, granite, marble, etc.

Where may these be seen? (Statehouse, post office, Union Station, window sills, etc.)

How obtained? (Description of quarrying.)

Locate Bedford quarries on map of Indiana.

Visit buildings under construction.

Do any of your relatives work in quarries?

Visit exhibit of stones in State museum.

Second half year: "Our continent, our country, our State."

"A first view of our continent, country, and State. . . . comprehensive enough to serve as a foundation for further knowledge."

HISTORY.

First half year: Explorers.

Columbus, Magellan, Drake, Peary and the discovery of the North Pole, Amundsen and Scott and the discovery of the South Pole.

Second half year: Explorers.

Inventors—Morse and the telegraph; Edison; Bell and the telephone; Marconi and the wireless; Captain Eads and bridge building; Goethals and the Panama Canal.

(Note relation to topics "transportation" and "communication" in civics and geography.)

COMMENTS.

Geography, as an organized body of knowledge, now assumes sufficient importance in the education of the child to become a separate "subject," with a textbook. It becomes the chief center for the organization of historical and civic knowledge. It will be observed how the civics topics (not yet organized as a separate "subject") naturally grow out of the geography work.

The work in English composition (oral and written) draws largely for its materials in this grade as in others, upon the civics, geography and history, and affords an opportunity for the discussion of civic questions.

The work in arithmetic enters more or less definitely into the process of civic training, as illustrated in connection with the work of the second year. See the description of "community arithmetic" on pp. 23-26, following.

How the opening exercises and the various activities of the school are coordinated with the curriculum is described later in this bulletin.

FIFTH YEAR.

OUTLINE.

CIVICS.

First half year: Waste, saving, wise expenditure.

1. In the home—foods, clothing, furniture, light, fuel, firecrackers, Christmas gifts, etc.

Keep fences and walks in repair, house painted, hinges on doors and gates, shoes, clothing and furniture clean and in repair.

Economy in buying in large quantities under certain conditions.

Buying coal in July.

Care of health saves doctor's bills.

Good quality at higher prices as against poor quality at low prices.

Does it pay to have a "cheap" workman paint the house?

Cultivation of a garden for economy's sake.

CIVICS—Continued.

First half year—Continued.

2. In the school—in books, desks, playground apparatus, light, water, supplies.
3. In the city—mutilation of buildings, destruction of trees, care of lawns, streets, etc.

"Little habits of destruction cause a waste of public money."

Second half year:

1. Advantages of home ownership—
   To the owner.
   To the community.
2. Progress made by man living in permanent communities.
   What nomadic life offers.
   What permanent settlements give us.
3. Comparison of cities in Europe and in our own country.
   Care of streets; police; billboards; control of building construction; sanitation; parks; etc.

GEOGRAPHY.

First half year: Asia, Australia, and Pacific Islands.

The geographical features of the countries in question are systematically and thoroughly studied; but the work is controlled by the thought expressed by Dr. McMurry: "The study of the earth alone, its phenomena and forces, its vegetation and animals, its rocks and atmosphere, is natural science pure and simple. The study of man in his work and progress, his struggles and representative deeds, is history. The study of the earth as related to man is geography. The moment a topic becomes purely scientific or purely historical it loses its geographical character. Geography is the connecting bridge between two great real studies—nature and man."

The work of this half year opens with a three-days' study of Kablu, the Aryan Boy, from Jane Andrews' "Ten Boys" (see under History for this year). When and where he lived; his dwelling and daily customs; occupations of members of his family; tools used; causes of migration; the new home.

The story of Joseph is suggested for opening exercises and for several geography lessons, emphasizing the pastoral stage of life.

These stories, together with an *intensive* study of some of the more important countries of Asia, center largely about the ideas involved in the civics of the period—

Nomadic versus settled life.
Certain types of industry.
Wastefulness and saving as exemplified in the habits of the people studied.

Second half year: Europe.

The point of view and the method are similar to those in the first half year.

HISTORY.

First half year: First four of the "Ten boys." (Kablu the Aryan; Darius the Persian; Cleon the Greek; Horatius the Roman).

The story of Joseph.

The awakening of Japan.

Second half year: Last six of the "Ten boys." (German, French, English, Puritan, Yankee, present day.)

Each "boy" is studied, as far as possible, just before the study of the country to which he belongs. Constant comparison is made between the "boys," particularly along the following lines: Industrial advance; development of education; political and social evolution; religion; the growing dependence of one people upon other contemporaneous people and upon the past.

"The nine boys form a noble line of ancestors for the American boy."

HISTORY—Continued.

Second half year—Continued.

"Some of the scenes described in the book, such as the Roman trial, might profitably be dramatized by the pupils. They should be encouraged to make a history museum to which they might contribute representations of such things as Kablu's house, Darius's bow and arrow, Cleon's stylus and wax tablet. The girls may dress dolls in the various costumes described."

SIXTH YEAR.

OUTLINE.

CIVICS.

First half year:

1. Health—
   - Cleanliness—of person; of premises.
     - Ordinances regarding removal of garbage, etc.
   - Protection of food and drink.
2. Wealth—While children can do little to produce wealth they can do much to conserve it.
   - Care of property in the home, school, neighborhood, public places.
   - Fire prevention.
3. Knowledge—"As the citizen develops, so the community develops."
   - Punctuality and regularity.
     - State laws on school attendance and working certificates.
   - Studious habits—Responsibility to self and class.
4. Beauty—
   - Beautifying home and surroundings.
   - Personal appearance, simplicity, good taste.
   - Care of trees, parks, park benches, etc.
5. Protection—
   - Protection of younger and weaker children.
   - Service to older people.
   - Danger of congregating in crowds in case of accident.
     - City ordinance.
   - Care in crossing streets.
     - City ordinance.

Second half year: "How the child as a member of the community may appreciate what civic growth in the community has done for him, and how he may enjoy what has been developed; how he should endeavor to conserve and protect but never to destroy or mar."

A study of the civic growth of *our* city.

- Water supply. Lighting and heating. Improved streets and boulevards. Parks. Public and private buildings.
- Industrial growth.
- Growth of our schools; such topics as—
  - Advantages and disadvantages of location of *our* school; heating, lighting, and ventilation; building and grounds; medical inspection; libraries and art galleries; industrial training; etc.

GEOGRAPHY. "By the time the children have reached the sixth grade they are sufficiently mature to approach the study of a continent or country with some problem in mind.

"Furthermore, children should begin to do some of the research work necessary to secure the needed facts."

GEOGRAPHY—Continued.

First half year: Africa; South America.

The study of Africa is centered around such problems as—

"Egypt was once the leading power of the world, to-day it is a country of little influence and under the domination of England. Why?"

The study of South America may center around such problems as—

"Brazil, a country nearly as large as the United States and known to European countries 400 years ago, has a population only one-fourth as large as that of the United States and is just beginning to take a prominent part in international affairs."

The teacher is urged to encourage the pupils to make their own problems based on some current event.

Second half year: The United States.

The same principles control the study of this half year.

Conservation is emphasized.

Type studies of selected cities.

HISTORY.

First half year: Primary history stories of heroism.

The period of discovery and colonization.

"Connect the history with the geography . . . . according to the children's maturity."

"Teachers will show the relation of Livingstone, Cecil Rhodes, Stanley, and Kitchener to the development of Africa."

Second half year: Primary history.

Pioneer Indianapolis.

COMMENTS.

History in this year becomes a "subject" with a textbook.

Not only is there correlation of subject matter in geography, history, and civics, but emphasis is given in the methods of teaching, to the cultivation of initiative, judgment, cooperation, power to organize knowledge around current events—all of which are civic qualities of first importance.

The civics work of this year becomes more systematic, though no textbook is used and it occupies no separate place in the program. The elementary study of American history and the study of the geography of various countries afford the occasion for a simple analysis of the "desires of man that a city tries to satisfy," and for making comparisons between different communities.

The pupils have their first systematic introduction to laws and ordinances relating to the civic topics—"just those within the comprehension of sixth-grade children. . . . Teachers will use judgment in dealing with these subjects."

Emphasis is laid on what the child can *do* for the community.

Many of the civics topics of this year, as of others, are partially developed in the opening exercises and followed up in the oral and written composition work (see p. 27).

A weekly lesson in hygiene in this grade affords a further opportunity for discussion of questions of public health and sanitation.

Much community data is also gathered and discussed as the basis for problems in arithmetic (see pp. 23–27).

SEVENTH YEAR.

OUTLINE.

"Generally speaking, three periods a week should be given to geography and two to history. Whenever necessary, a part of a geography period may be given to 'current events.' . . . One period weekly the opening exercises should be devoted to civics."

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CIVICS.

First half year: Civic beauty; government.

Impress upon the children that they and their parents owe it to the community to help make it a desirable place in which to live. Create a sentiment for well-kept homes, yards, streets, alleys; a pride in beautiful trees, parks. Decide with the children what they can do to prevent the unsightly and to encourage the beautiful.

Show how, if the people become interested in it, the city will aid by (*a*) passing sanitary regulations in regard to yards, etc.; (*b*) building good pavements and keeping them clean and in repair; (*c*) making boulevards, parks, etc.; (*d*) passing ordinances for the protection of trees, birds, etc.

Government: The work on government must be as concrete as possible, approaching it, perhaps, through the necessity for rules in the game, in the home, in the school. The purpose is to emphasize the *necessity* for government, with ample illustration of how the people may use it to satisfy their interests, with which the children have by this time become familar, rather than to give a great deal of information about the organization of government. State and national, as well as local, government are referred to.

Second half year: Interdependence.

1. In the home among members of family.
2. In the community. Community furnishes schools, parks, transportation, streets, etc. Individuals furnish labor and capital for private and public enterprises, beautify the community in their own premises, etc.
3. Of city, State, and Nation.
4. Of different nations.

GEOGRAPHY.

First half year: Some prominent nations of the world.

The work is centered about problems as in the preceding grade. Much attention is given to social and economic aspects of the subject.

Second half year: The world in general. Conditions of commerce.

The sea as the great commercial highway. Causes, conditions, and control of commerce, and the means of transportation.

The study of the British Empire, for example, includes—

How its parts are helpful to one another.

The means of knitting its parts together.

Relations of the Empire to the rest of the world.

The study of the United States in this grade includes—

What has caused it to become almost self-sustaining?

What has caused it to become one of the great commercial powers of the world?

Its present commercial status.

Conservation the great problem of the future if the present position at home and abroad is to be maintained.

HISTORY.

First half year: European beginnings of American history to the Crusades.

"No history should be treated as though it had a meaning or value in itself, but should be made constantly to show its relation or contribution to the present . . . In work of this grade, make children feel that the history of our country is a part of the history of the world and that it had its beginning many centuries before its discovery. . . ."

Second half year: European beginnings of American history from the Crusades through the period of exploration.

COMMENTS.

No separate time allotment is yet given to civics as such, except that at least one opening exercise a week is set aside for this purpose. Yet much emphasis is given to the civic relations in connection with geography and history and the other work of the school.

"Community arithmetic" has by the seventh year become an important part of the regular work in arithmetic. It will be described in some detail in the pages following this outline.

EIGHTH YEAR.

OUTLINE.

"The time given to history and civics should approximate three lessons a week to history and two to civics. At opportune times consider important current events, the time to be taken from either history or civics. The adjustment of the time is left to the teacher." (Note the flexibility of the arrangement.)

CIVICS.

First half year:

- The beginning of the community.
- What is a community?
- The site of the community.
- What the people in the community are seeking.
- The family.
- The home and the community.
- The making of Americans.
- The relations between the people and the land.
- What the community is doing for the health of the citizen.
- Waste and saving.
- Education.
- The community and religious life.

Second half year:

- Protection of life and property.
- The citizen in business life.
- Relation of government to business life.
- Transportation and communication.
- Civic beauty.
- Dependents, defectives, and delinquents, and what the community does for them.
- How the community governs itself.
- Changes in methods of self-government.
- The government of rural communities—township and county.
- The government of the city.
- The government of the State.
- The government of the Nation.
- How the expenses of government are met.

HISTORY.

First half year: United States history from colonization through the administration of J. Q. Adams.

Second half year: United States history from the administration of Andrew Jackson to the present.

COMMENTS.

The eighth-grade course in civics is the culmination of the civic training of the child in the elementary school. It is "not primarily an analysis of government. . . . . In fact, the study of government should not be gone into too deeply." It is intended to give the pupil an organized conception of what his membership in the community means. Government is discussed throughout the course as the supreme means by which the entire community may cooperate for the common welfare. At the end of the course the main features of governmental organization are discussed in the light of what has preceded.

The real object of study is the actual community life in which the children participate. The study of Indianapolis is therefore prominently in the foreground. But the course is by no means merely a local study. The children are as truly members of a State and a national community as of the local. Local, State, and national relations are discussed in connection with each topic. Thus, in the study of health protection or of the citizen in business life, for example, the pupil learns of the part played by city, State, and Nation, of their relations to each other and to the citizen, and that the governments of all three alike afford means of cooperation.

A textbook in civics is used this year for the first time. It is, however, merely a guide to the study of the actual community, and an interpretation of it. "Magazine articles, newspaper items, information gained from pamphlets issued by city departments and . . . . through original investigation . . . . should constitute an important part of the child's education."

The teacher exercises judgment in rearranging the order of topics suggested in the outline, in order to adapt them to current interests or to corresponding topics in history or other subjects.

The topics in history and civics often directly supplement each other. For example, the first eight topics suggested in the first half year fit well with the study of the period of colonization. The significance of the topic "transportation and communication" in civics is emphasized during the period of development of highways, canals, and railroads in the nation.

Geography does not appear in the printed outline for this year, but it is an important factor in both the history and the civics of the year.

"It is suggested that when possible the teacher of civics and the teacher of arithmetic cooperate." "Community arithmetic," described in detail in the pages following, is given large emphasis in this grade.

Finally, the *instruction* of this year is accompanied by constant *training by practice*. Cooperative activity for the common good is the keynote to the entire course. This phase of the work is suggested in some detail in the following pages.

ILLUSTRATIVE SUGGESTIONS TO CIVICS TEACHERS.

In order to illustrate in greater detail the character and method of the eighth-grade civics, the following "suggestions" to the teachers of this grade with reference to the treatment of the topic "protection of health" are given. References are included to indicate the kinds of materials used.

A week should be given to the subject; no exhaustive study can be made of it in this time, however. Select the material for study and discussion with the following ideas in mind:

To make real to the pupil the importance of health and of sanitary conditions to the citizen and to the community.

To fix responsibility for health conditions of the community upon the citizen.

To inform the pupil regarding important conditions in Indianapolis.

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To inform the pupil regarding the means of protecting health in Indianapolis.

To keep prominently in the foreground the civic relations of the subjects discussed.

To establish in the pupil the habit of proper action with reference to the public health.

Select wisely from the topics at the chapter end, and substitute others when occasion suggests them.

Sanitary conditions of early times (Stickney, Pioneer Indianapolis, pp. 29–31).

The work of the school in behalf of health (Rep. of Supt. of Schools, 1908–9, pp. 42–47).

Medical inspection in the schools (Rep. of Supt. of Schools, p. 47; Rep. of Dept. of Health, p. 8).

Contagious diseases (Rep. of Dept. of Health, pp. 7–11; also leaflets issued by State board of health). Emphasize the difficulties encountered by government authorities in enforcing these laws without the cooperation of each citizen and family.

Pure-water supply. Of the greatest importance to the community. The children should know that the public water supply of Indianapolis is excellent in quality, and how it is obtained; that the greatest danger is from polluted wells, and from unclean drinking cups and receptacles; that the Indianapolis Water Co. and the health department have labored diligently and successfully to maintain a pure-water supply.

On pages 40–45 of the Report of the Department of Health are illuminating tables showing results of analysis of both public and bottled water.

The Indianapolis Water Co. has been very courteous in providing means for civics classes and their teachers to visit the filtration plant. . . . . Arrangements should be made in advance.

Pure-milk supply—hardly less important than the water supply. Instances of the spread of disease through milk may be found in the Report of the Department of Health, page 9.

Milk and dairy inspection (same report, pp. 4, 5, 58–72, 82–87; see photographs).

A report of the work of the pure-milk stations established by the Children's Aid Association soon to be published.

Emphasize the responsibility of the person who keeps a cow (or cows) for cleanliness of animals and surroundings, and for care in handling milk.

Pure-food supply (Rep. of Dept. of Health, pp. 6, 7, 73–80, 90–95).

Point out the respective fields of local, State, and National Governments in this connection. Note existence of State and national pure-food laws. Why both? Why should the National Government appoint meat inspectors at Kingan's packing house, while milk inspection is left in the hands of local authorities?

Disposal of the city's wastes. Printed reports meager. Little available material except by observation. General references on the subject at the chapter end.

Parks and playgrounds. Postpone study of park system as such until subject of civic beauty is reached. Emphasize, however, the relation between parks and public health.

Much literature on general subject of playgrounds (see such magazines as The Survey). On local playground situation see Report of Superintendent of Schools, page 43.

General sanitation and hygiene. Numerous matters of public sanitary importance may be brought close home to the pupil, such as cleanliness of back yards, expectoration on sidewalks and in street cars, etc.

Attention should especially be called to the fact that garbage, the accumulation of stables, etc., attract and breed flies, and that flies are most dangerous disease carriers. Children can do much themselves to get rid of dangerous sources

Decrease in death rate. On page 22, Report of Department of Health, is a table showing decrease in death rate in the period 1900-1908. This decreasing death rate shows improving health conditions. Call attention to the fact that the board of health and the city sanitarian have been increasingly efficient during the last few years.

Governmental machinery for the protection of health. See Report of the Department of Health. Emphasize different spheres of activity of local, State, and National Governments.

To whom is the report of the board of health made? Why?

A TYPE LESSON.

The following summary of a discussion of health protection as it occurred in an Indianapolis class is reproduced to illustrate the point of view and the procedure of a class exercise in eighth-grade community civics. The lesson extended over several days, including observational work, etc. Textbook assignment was made only after the class discussion was well under way.

The pupils discussed informally what good health means to each one, and gave examples from their own experience of consequences of sickness. They discussed specific dangers to their own health, such as impure food, water, or air. They explained how they individually care for their own health, or how at times they are careless of it. They discussed how in many cases their health depends not merely on their own care, but on the care of others, and how the danger to health is increased where many people are gathered together. They gave examples of the dependence of each upon others for health protection, as in the case of epidemics. They derived from this the need for cooperation in the interest of health. They illustrated such cooperation in the home and in the school, and mentioned rules that necessarily exist in home and school for health protection. They gave examples of neighborhood cooperation for health protection, such as combined efforts for clean yards, alleys, and streets. After observation and inquiry, they reported on actual menaces to health in their own city, and made the logical deduction regarding the necessity for cooperation on the part of the entire city to avoid these dangers or to remove them. This raised the question as to whether the city did so cooperate, and led to a thorough discussion of how the city government provides the means for such cooperation. They went into detail in regard to how the department of health insures pure water for the use of each family, provides for the removal of garbage from their back doors, and prevents the spread of contagious diseases. This brought under review the regulations (laws, ordinances) bearing on these matters, the activities of the various health officers, and how these are supervised by the board of health. The relation of the latter to the people was discussed, and also the responsibility of each citizen for cooperation with the board of health for the health of the community.

In a discussion of the various duties of the board of health, one boy asserted that "it passes pure food laws." Another at once objected, "No, it is the National Government that makes the pure food laws." At once the horizon was broadened, the question why the National Government acts in a case like this was discussed, and the relation of the great packing houses (for example) to the common health interests of the entire Nation was disclosed. This led to a consideration of other national health interests, and of what the National Government is doing in this field. It also suggested the sphere of State activity, which was in turn related to the interests of the individual and to the activities of the local and the General Government.

COMMUNITY ARITHMETIC.

"Community arithmetic" is not a course separate from the regular arithmetic course in the Indianapolis schools; nor does the "community" feature characterize all arithmetic work done in the grades. There is no *forced* correlation between arithmetic as such and community study. The life in which the children participate simply furnishes the data for much of the arithmetic study; and, on the other hand, the arithmetic study affords opportunity for fixing important social and civic ideas.

In the introduction to the printed course of study in community arithmetic for the eighth grade occur the following statements:

> A controlling principle in the development of any topic is that to be of value, it must appeal to the life of the individual in such a way as to excite his interest. This is as true of arithmetic as of any other subject in the curriculum. If the problems arise from the community interests, the home, or the industrial work of the pupil, he at once becomes interested in their solution.
>
> A rational presentation of the processes and the principles of arithmetic can be secured as well through material representing real conditions as through material representing artificial conditions.

What is said in this bulletin regarding community arithmetic is based largely on the printed suggestions for the work in the seventh and eighth grades. A revision of this course is now under way, by which it will probably be extended through the fifth to the eighth grades inclusive. Even at the present time real community arithmetic may be found more or less definitely provided for in all grades, according to the resourcefulness of the principals and teachers in charge. Reference has already been made to it (pp. 11, 14, 19, 20).

All that can be attempted here is to suggest and illustrate the method of community arithmetic. It should be stated that the pupils are expected, as far as possible, to make their own problems from data acquired from their own observation and research.

PROBLEMS RELATING TO FOOD, CLOTHING, AND DOMESTIC ECONOMY.

Pupils in groups, or committees, report on current prices, which are placed on the blackboard in the form of market quotations. A large number and variety of problems are based on such price lists. For example:

> Find the cost of the following dinner: 3½ pound chicken; ½ pound coffee; celery, 15 cts.; ¼ peck potatoes; ½ pound butter; 1 loaf bread; 1 can best peas; 1 head cauliflower; 1 cake at 35 cents; 1 quart ice cream.
>
> A man earns $1.75 per day. He pays $1.50 a week for rent, $1 for fuel and $1 for incidental expenses. Make a list of groceries which his wife could afford to order during the week for a family of four. She should be able to save a small amount each week for clothing.
>
> The pupil should consult his mother before making his list.
>
> Compare the cost per pound of sugar bought by the pound with the cost when bought by the 25-pound sack.

Compare the cost per bar of laundry soap bought by the bar and by the quarter's worth; by the bar and by the box, by the quarter's worth and by the box.

Compare the cost of potatoes bought at the market by the quarter-peck with the cost by the peck; by the bushel.

A housekeeper having canned a bushel of peaches wants to know the cost per can. Find it if a bushel of peaches, 9 pounds of sugar, 100 cubic feet of gas, and 15 Mason jars were used.

Find the value of the canned peaches in this problem at current prices.

COST OF LIGHTING AND HEATING.

Diagrams of electric and gas meters are studied, and the children taught how to read them. Such problems as the following are formulated:

Read your electric meter for two successive months and calculate the bill at 10 cents per kilowatt hour.

In case your school uses electric current, read the meter at intervals of a week and determine the cost at 7½ cents per kilowatt hour.

Pupil bring a receipted gas bill and determine the position of the hands on the dial for the given readings.

FURNISHING THE HOME.

Ask the boys to decide what furniture is required for certain rooms of the house, say, the kitchen, dining room, living room, and a bedroom; the girls to decide upon the necessary dishes, cooking utensils, linen, and curtains. From their replies, made in writing, a list of the necessary articles may be made out.

Have them consult the newspaper advertisements to determine a low, an average, and a high price for each article. Determine the cost on each of the three bases for a minimum outfit for the four rooms mentioned. This problem should be planned so as to take as little class time as necessary.

SAVING MONEY.

A great variety of problems of a practical character may be formulated under this head, of which the following are merely samples:

Frank left school at 14 years of age to go to work at $4 a week. His wages were raised 50 cents a week at the end of each year of employment. His cousin Will, who was of the same age, went through high school and, because of his better education, got a position which paid $7 a week as soon as he had graduated at the age of 18. His salary was raised $2 a week at the end of each year. At 25 years of age which one had earned the more money, and how much, calling the working year 50 weeks?

How much does a man save by buying coal at $4 a ton instead of paying 15 cents a basket? (A basket of coal weighs about 50 pounds.)

Mr. Lawrence bought his coal in May at $5.50 a ton. Mr. Starr postponed buying his until October, when he had to pay $7 a ton. Each bought 13 tons. How much more did Mr. Starr pay than Mr. Lawrence?

INDUSTRIAL PROBLEMS.

Many of the problems in community arithmetic are based upon actual operations or transactions in the industries of Indianapolis, and in many cases are formulated by business men of the community.

Fifty-two men are employed in the B. paper mills; 42 are unskilled workmen, whose average wage is $1.80 per day; the others are machinists whose wages average $3 30 a day. If they work every day in the year except Sunday, what are the total wages paid?

If they worked 12½ hours per day, what is the rate per hour for each class of workmen as stated above?

This mill uses a million and a half dollars' worth of printers' scraps every year. At 65 cents a hundred pounds, how many tons is that?

They use 30 tons of coal every 24 hours. At $2.50 per ton, what does the fuel cost for one year, excluding Sundays?

In New York City land is sold by the square foot; in Indianapolis by the front foot. What price must be paid in New York for a lot 100 feet long and 40 feet wide at $50 a square foot? What is the sum paid for a lot of the same size in Indianapolis at $50 a front foot?

INDIANAPOLIS GAS PLANT.

Among the important by-products of gas-making are coke, tar, and ammonia liquor. Data:

200 tons of coal are used per day.
65 per cent of this amount is used in the retorts in which the gas is made.
70 per cent of the amount in the retorts is coke.
1 pound of coal yields 5 cubic feet of gas, sold at 60 cents per 1,000 cubic feet.
1 ton of coal yields 3½ pounds of ammonia, sold at 16 cents a pound.
1 ton of coal yields 14 gallons of tar, sold at 3 cents a gallon.
The plant has a large tank, with a capacity of 3,000,000 cubic feet and a relief tank with a capacity of 1,000,000 cubic feet.
1 carload contains 40 tons of coal.
The coal costs the company from $2.50 to $3 per ton.
Coke is sold at an average of $6 a ton.
The plant has 72 retorts, each holding ½ ton, and which are filled every six hours.
The plant keeps in reserve a supply of coal and coke (10,000 tons of each) to last them four months in case of a strike in the mines.
There is sufficient gas in the tanks to last patrons 18 hours in case the plant were shut down for any reason.
There are two furnaces, making from 50,000 to 60,000 cubic feet of gas per hour.
It costs 15 cents per foot to pipe a house for gas.
An ordinary gas burner consumes from 4 to 6 cubic feet of gas per hour.

With this concrete data relating to the Indianapolis gas plant in hand, such problems as the following are formulated:

How much coal is used in making enough gas to fill the large tank? Find the cost of the coal at $2.75 per ton.
Which yields the larger profit, and how much—the coke or the gas?
How much ammonia is made daily?
How long will both furnaces have to run to fill both tanks?

A BAKERY.

The data upon which the problems are based were gathered by pupils during a visit to a bakery.

Among other things the manager told the children that a barrel of flour will bring $23 when made into a certain kind of crackers. The pupils thought this an unusual per cent of gain until the expense connected with the business and the loss incurred by stale goods were considered.

The output of a bakery is 150,000 loaves of bread per week. This is sold to local grocers at 4 cents a loaf. The grocers in turn sell 92 per cent and return the remainder to the bakery; 50 per cent of this remainder is sold at the bakery at 2 loaves for 5 cents; 10 per cent of it at 1½ cents a loaf; 40 per cent is ground and sold at $25 a ton. (This will average about 12 ounces to a loaf.) What are the baker's weekly receipts?

If the output is 150,000 loaves a week and $3,600 is spent for flour, $750 for other material, and $400 for labor, what is the average cost of production per loaf?

A certain family uses an average of 10 loaves of bread a week. How much cheaper would it be for them to make the bread than to pay 5 cents a loaf when flour is $5.50 a barrel and the cost of fuel and other material averages $1.10 to each barrel of flour? (12 ounces flour to each loaf.)

FIRE DEPARTMENT PROBLEMS.

During the year 1910 the fire department responded to 1,402 calls. During the year 1911 it responded to 1,700 calls. What was the per cent increase in calls for 1911?

The Indianapolis Water Co. notified the department of 129 fire hydrants put in service during 1910, making a total of 2,709 hydrants in service. If the city pays $45 rent annually for 1 hydrant, what was the total water bill for fire hydrants? How much was the increase in the 1910 bill?

CITY HOSPITAL PROBLEMS.

In 1910 there were 3,520 patients at the hospital. The total expenses for the year were $93,594.57. What was the per capita expense?

On January 1, 1910, there were 10 patients in the tubercular colony; 56 entered during the year. Of these patients, 39 were discharged as improved and 1 as cured. What per cent of the patients were benefited?

During the year 1910 there were 3,520 patients treated at the hospital. Of these, 7 came from Bulgaria, 12 from Greece, 15 from Hungary, 24 from Macedonia, 1 from Montenegro, 36 from Roumania, 33 from Servia, 1 from Turkey. What per cent of all patients came from the southeastern part of Europe?

The problems vary from school to school, and from time to time, in accordance with current interest and occasion. Every industry or business in Indianapolis may suggest problems, as also the work of every department of the city government or of the institutions of the city. The problems suggested in the printed syllabus for the eighth grade represent, for example, the following activities and departments of community life: Lumber business, building construction, brush and broom factory, gas plant, bakery, canning factory, veneer works, dairy and milk depot, fire department, city market, city hospital, taxation, government of the Town of Woodruff Place (an independent corporation within the limits of Indianapolis), a branch of the city library, cement walks and street improvements, construction of a boulevard, railway passenger service, transportation, track elevation, insurance, stocks and bonds.

CIVIC TRAINING THROUGH PRACTICE.

From the foregoing partial outline of the elementary course of study in the Indianapolis schools, it is evident to what extent the so-called "book studies"—arithmetic, geography, history, English, civics—are

in reality studies of aspects of real life and contribute directly to the civic training of the child. One principal stated the idea as follows:

> Civics is related to every subject. Life is a unit. We may emphasize a certain expression of that life, such as arithmetic, or history, or geography, but civics is not absent from any of it any more than morals is absent from any of it. Yet sometimes a lesson in civics, pure and simple, is given.

From the practice in the Indianapolis schools three phases of the process of civic education stand out clearly.

1. The first of these is to help the pupil (so far as his mental maturity will permit) to understand the nature of his own community life, his dependence upon it, and his responsibility for it.
2. The second is to develop a proper understanding of, and a right attitude toward, *government as the supreme means by which all members of the community may cooperate for the common interest.*
3. The third is to cultivate habits of right action as a member of the community, and in relation to its government or control.

The foregoing outline amply illustrates how the entire course of study is made to contribute to the child's understanding of his own community. His "own community" may mean his home, his school, his city, his State, or his Nation. He is given instruction with reference to each of these, and ideas and habits developed with reference to one are applied to others.

Incidentally and gradually, also, the pupil is familiarized with the idea of government and its function. In the upper grades more stress is laid upon this aspect of civic education until, in the eighth grade, a systematic and well-organized course in civics, as such, is given in which the work of government as the agent of the community is especially emphasized, but always with reference to the community life and interests with which the child is by this time quite familiar.

An understanding of community life and of government, however, is fruitless without the cultivation of qualities and habits of good citizenship. Instruction and training must go hand in hand. The latter is largely a matter of practice. In the remaining pages of this bulletin an attempt will be made to suggest by illustration, rather than to describe in detail, how civic training through practice is realized in the Indianapolis schools.

OPENING EXERCISES.

Reference has been made to the fact that the opening exercises are utilized to impress civic lessons. In fact, until the eighth grade is reached, the opening exercises are the only periods allotted specifically to civics as such. In some of the schools, though not in all, the children themselves are made responsible for the conduct of these exercises. They choose their own committee to arrange the program,

and they understand that the main topic must grow out of the life of the school or school environment. The topic chosen often becomes the topic, also, for oral or written English composition work in the classes that follow.

For example, the central idea for an opening exercise in the sixth grade was "protection." Stories appropriate to the subject were given. This was followed up in oral composition work in the English classes by calling upon the children to tell incidents in their own experience to show how boys and girls have been helpful to the community by affording protection to some person or thing. A girl told of a boy who had voluntarily opened a street drain after a heavy rain. A boy told of the benefit arising from the gathering by school children of cocoons of certain destructive moths.

On the other hand, incidents brought out in class work sometimes afford material for the opening exercises. A boy one day told, in a written composition, of a Halloween prank in which a chicken coop was destroyed and the chickens set free. This story not only furnished the topic for further composition work on "The right kind of Halloween pranks," but provided excellent material for several "civics" lessons in succeeding opening exercises.

The importance of these incidents lies not so much in their subject matter, however, as in the fact that the children were being trained in self-management, in initiative, in judgment, in power to organize and apply their knowledge.

METHOD OF CONDUCTING CLASSES.

One of the conspicuous features of the best recitations (and the aim was common to all recitations observed) was the democratic spirit that prevailed—a spirit that left upon the visitor an impression not of a teacher and a class, but of a class community which included the teacher, working together on problems of common interest. There are times when one forgets the presence of a teacher, so thoroughly is the initiative taken by the pupils. She never hesitates to adopt the rôle of learner nor to permit the pupil to become the teacher. Whether a lesson in geography or history, or even in government itself, is good or bad from the point of view of civic training depends far less on the subject matter than on the method by which it is presented.

Reference was made on page 16 to the "problem method" by which geography is taught in the sixth and seventh grades. The study of the geography of Africa or of South America in relation to concrete problems suggested by current events or by present interests is intended to cultivate the habit of organizing knowledge, to stimulate initiative, to develop judgment. So in the

second grade (page 11), when groups of 7 or 8 year old children bring in prices of butter and eggs and bread and ribbons as a basis for simple arithmetical operations, they are not merely studying arithmetic, nor even learning first lessons in domestic economy; they are having their sense of personal responsibility for the class work cultivated and being trained in habits of cooperation.

In some of the schools valuable collections have been made of materials illustrative of various studies—pamphlets, reports, photographs, samples of textiles in process of manufacture, etc. Such collections are not provided *for* the pupils, but are obtained *by* them. Much of this collecting has been done by correspondence with manufacturers, business men, and public officials. All the members of a class write letters for the training this involves; but only one letter is sent—the one that the class decides is in best form. The children learn not only how to write letters of request and of thanks and appreciation for answers and materials received, but also through what channels the requests should properly be made, and, more important than all, perhaps, to respect the time and convenience of public officials and business men by not imposing upon them a number of similar requests when one will suffice. They learn that while one function of the public official is to furnish information, it is the duty of the citizen not to interfere unnecessarily with the performance of more important public service.

MANUAL ACTIVITIES.

Shop work, domestic science, and school gardening afford peculiar opportunities for group work, and therefore for the cultivation of social and civic habits. Such work is seen at its best, in Indianapolis, in the six or eight schools known as "industrial" or "vocational centers." These are not vocational schools in the strict sense; "trades" or "vocations" are not taught in them. But their work is adapted directly to the social and industrial requirements of the homes upon which they draw. Shop work, home making and home management, and the industrial aspects of the "book" studies (arithmetic, geography, etc.) are especially emphasized.

When the girls of a class act in turn as hostesses at a weekly luncheon, the preparation and serving of which they have supervised and the materials for which they have marketed and sometimes raised in their own gardens, it is not, strictly speaking, a lesson in "civics;" but it affords opportunity for the cultivation of habits which have a direct civic value. In connection with such work the civic relations of home making and home management are strongly emphasized.

A number of cottages adjoining one of the colored schools, and formerly occupied by colored families, have been acquired by the

school board. These cottages have been repaired, decorated, and furnished almost entirely by the labor of the pupils, the shop work, the art work, and the mathematics centering largely about the practical operations involved. While some of these have been appropriated for shop or industrial purposes, others have been transformed into typical dwellings in which all the household arts are taught by practice. In this school, also, cobbling is taught, because of its practical utility in the neighborhood. Much shoe repairing is done here for the families of the vicinity. The print shop of this school, like that of the other "industrial centers," does much of the printing required by the school board. Luncheon is served at small cost for such pupils as desire it. The marketing of the materials, the preparation and serving of the luncheon, and the accounting of expenditures and proceeds, are all done by the pupils themselves. Profits are devoted to the further equipment of the plant. Incidentally, many children are provided with more nourishing food than they would obtain at home. A savings bank is conducted in this school.

These are merely illustrations. Such activities are motivated by real community needs and interests. The principal of the school from which these illustrations are taken remarked that the proficiency of the pupils in their "civics" work was judged "98 per cent on the basis of conduct and 2 per cent on the basis of the recitation." This school is also the center of a neighborhood that has been literally transformed physically and socially as a result of the influence of the school.

PUPIL PARTICIPATION IN SCHOOL CONTROL.

Reference has been made to the democratic spirit prevailing in the classrooms (p. 28). Generally speaking, this spirit is characteristic of the entire life of the elementary schools of Indianapolis, though it is more fully developed in some than in others. The theory is that if children are to be trained to live in self-governing communities they must be given practice in self-management. The end is accomplished in a perfectly natural manner by cultivating in the children a sense of their personal responsibility for the conduct and welfare of the school community, and by giving them full opportunity to participate in its direction. The common interests of the school community are kept constantly in the foreground, the necessity for cooperation to safeguard these common interests is made apparent, and the initiative and judgment of the children are stimulated and trained by various methods, some of which have already been mentioned.

In no instance, at the present time, is an Indianapolis school organized for purposes of self-government on the model of a city or State. The school is considered as a simple community, with its own distinctive characteristics and conditions of life. The idea seems to be to

cultivate in the children habits of self-government in the actual conditions of their present life, and not to introduce conditions that are wholly fictitious so far as the school is concerned and that can be only the roughest approximation to the conditions of life and government in a city or a State.

There has been at least one successful experiment in Indianapolis in pupil self-government on the "school city" plan, with a mayor, council, courts, and policemen. This was in the colored school mentioned above (p. 29), under the administration of a former principal. This "school city" plan has been abandoned by the present principal, not because it broke down at any point, but rather in the interest of simplicity and "naturalness." This history of the movement for pupil self-government in Indianapolis can not be taken as evidence that the more formal devices for self-government, such as the "school city," are failures. Such a device was highly successful under given conditions in the one case cited. It does seem to afford evidence, however, that the *device* is nonessential from the point of view of effective training for self-government. Many in Indianapolis would go further than this, and say that the more "natural" method of pupil participation in school control which prevails in that city is more far-reaching in its educational value. Among other things, it removes all danger of dependence upon mere machinery and insures a reality of conditions and of reaction to them.

Of course it is recognized that dramatization of government procedure has a value as a means of instruction. Such dramatization of councils and courts occurs in the Indianapolis schools, but it is distinct from the real self-government of the schools except in so far as the pupils manage the dramatization.

Pupil participation in school management is a very real thing in Indianapolis, and in some schools is carried to a high degree of effectiveness. It consists in a realization of the theory that the school is a real community with characteristics of its own, although possessing certain fundamental characters in common with all communities. Of this community, pupils and teachers are members with certain common interests. Cooperation is the keynote of the community life. The realization of this cooperation is seen in the classrooms, in study halls, in the assembly room, in the corridors, on the playground. It manifests itself in the method of preparing and conducting recitations; in the care of school property; in protecting the rights of younger children; in maintaining the sanitary conditions of the building and ground; in the elimination of cases of "discipline" and of irregularity of attendance; in the preparation and conduct of opening exercises, school entertainments, and graduating exercises; in beautifying school grounds; in the making of repairs and equipment for "our school"; in fact, in every aspect of the school life. If

"machinery" is necessary, committees appropriate to the occasion are chosen by the pupils themselves.

PUPIL PARTICIPATION IN THE CIVIC LIFE OF THE COMMUNITY OUTSIDE THE SCHOOL.

Pupil participation in the government of the school shades imperceptibly into pupil participation in the larger civic life of the community of which the school itself is a part.

In the first place, the fact is continually emphasized that the children *are now* citizens of the larger communities of city, State, and Nation, and that in going to school they are doing the very thing that the community expects of them. Regularity and diligence in school work are made to seem a public service. School buildings and equipment are public property. Teachers, principals, superintendents, and school board are a part of the governing machinery of the city and State. The children's cooperation with these representatives of the community is good citizenship of the most practical kind.

The maintaining of order on the playground naturally extends to the maintaining of order on the streets in the vicinity of the school. It is common for committees of older boys to look after the safety of younger children in crossing streets near the school. Solicitude for the cleanliness and beauty of school grounds develops equal solicitude for the cleanliness and beauty of adjoining streets, alleys, lawns, and vacant lots. School gardening quickly stimulates home gardening, and whole neighborhoods have been transformed through the influence of the schools. The sodding of the barren dooryard of an adjoining tenement by a group of colored schoolboys led in one case to imitative activity on the part of neighboring residents. Neighboring fences were straightened up, walks repaired, back yards cleaned.

Experience in Indianapolis, as elsewhere, shows that children are eager enough to do things if their interest is once aroused. The problem is one of guiding action rather than of stimulating it. Pupil participation in community activities demands good judgment on the part of the teacher and affords excellent opportunity to train the judgment of the pupil. Children should not be permitted to develop undue officiousness nor to assume responsibilities that properly belong elsewhere. In the suggestions for teachers in the Indianapolis course of study occurs the warning, for example, that "petitions and reporting should be left to the more mature judgment of adults"—a pertinent suggestion in view of the somewhat common practice of adult organizations in many cities to "make a showing" by obtaining the signatures of school children to petitions relating to questions about which they can by no possibility form an independent judgment.

A few years ago, while the children in the Indianapolis schools were studying questions relating to public health, they became much

aroused by the existing conditions of sidewalks, street cars, and other public places because of the violation of the ordinance against expectoration. As usual they wanted to do something about it. Many (like their elders) wanted to complain of the situation—complain to the street railway authorities, to the board of health, to the mayor, to the police. Discussion, however, led to the conclusion that it was difficult to place responsibility in any one spot, and that, anyway, mere complaint seldom accomplished much. Some proposed speaking personally to offenders. Others thought that this would be too officious and might expose children to abuse. Various methods of procedure were thus discussed. The final conclusion was reached that there was no reason why the street railway authorities should *want* dirty cars, and that there must be difficulties in the way; therefore, let a committee be appointed by a proper authority (which they decided should, in their case, be the superintendent of schools) to inquire of the street railway authorities what their difficulties were and to offer the assistance of the children in any way that seemed feasible. This step ultimately led to a general movement in which the street railway officials, the board of health, many civic organizations, and the newspapers united, ending in a successful campaign for health and cleanliness. The children's participation consisted in three things: They initiated the general movement through proper channels; they helped form public opinion by their conversation at home and with friends; and they themselves observed the law against expectoration. The chief importance of the incident, so far as the children were concerned, was the training in judgment, in initiative, in cooperation, in responsibility, which they derived from it.

Spectacular children's crusades have not been in evidence in Indianapolis; but throughout the schools the children are quietly being trained in habits of cooperation with the fire department, the board of health, the street-cleaning department, the school and library authorities, and all public and private agencies of the city and State, in the interest of the common welfare. The following incident illustrates this.

The board of health requested the school children to cooperate with it in the inspection of the city for unsightly and insanitary conditions, noting especially the disposal of rubbish and garbage and the presence of manure bins in alleys. In one school the class in civics proceeded as follows:

1. The class drew upon the blackboard a map of their district, indicating streets and alleys.
2. The boys of the class were divided into squads, each squad to be responsible for a given section of the district.
3. Each boy prepared a map of his own section.

4. The boys went in pairs through their respective sections, taking notes concerning conditions, and locating on their maps places noted.

5. These notes and maps were examined and criticized by the girls, who made further inspections in groups.

6. The boys reinspected localities criticized adversely by the girls.

7. Written reports in good English, accompanied with the maps, were made to the secretary of the board of health, and the complete report delivered in person to the secretary by a member of the class.

8. Two weeks later the boys reinspected the district, to find what improvements the board of health had made.

9. Reports of failure to remedy conditions in certain localities were made to the secretary of the board, with an invitation to him to look over the district with them.

10. The secretary came to the school, explained to the class the working system of the board, and assuring them of as speedy action as possible.

11. The boys located, with the secretary, on the school map the most flagrant offenses against civic health and beauty.

12. The boys who reported the worst sections took the secretary to the points indicated on the map.

13. Two weeks later the boys again visited their special sections. They found:

(*a*) In a number of cases families were taking better care of garbage and of surroundings.

(*b*) The board of health was at work cleaning up the district.

IS SUCH CIVIC EDUCATION EFFECTIVE?

Whether the children who are now undergoing this training for citizenship will in reality be efficient citizens 10 or 20 years hence can not, of course, be foretold. But there is apparently ample evidence that they are better citizens *now*, and moreover, that the *present* civic life of the city is appreciably affected by it.

The growth of the qualities and habits which it is the chief purpose of civic education to cultivate is observable. The growing interest of children in their community relations; the assumption of an increasing measure of responsibility for the welfare of the community—home, school, neighborhood, or city; the power to interpret knowledge in terms of community interest; the development of civic initiative and of judgment; the growth of effective cooperation; the increasing respect for law which is the expression of a common interest—such traits and habits as these are being developed more or less obviously under the eyes of teachers and parents. Teachers not only observe the change in conduct in the school, but say that it is no uncommon thing for parents to inquire what is being done in the schools to cause the transformation observable in the conduct of children at home.

But the effect reaches beyond the school and the individual home. In some cases, as has already been said, whole neighborhoods have been transformed. One large section of Indianapolis in particular, formerly a physical and moral plague spot, has become almost a model of orderliness, and unquestionably this is due chiefly to the

influence of the neighborhood school, although the latter has sought and obtained the cooperation of other agencies in bringing about the result. In a neighborhood of a very different character from that just mentioned two adult civic organizations have been organized in the interest of neighborhood welfare and to stimulate wider interest in the city as a whole as a direct result, it is said, of the activities and the unconscious influence of the children of the school.

These are but illustrations. They are enough to suggest that where immediate results are so apparent and so far-reaching, the effect upon future citizenship should certainly be appreciable.

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